

THE TREATMENT OF NEGRO SERVICEMEN IN AMERICAN
HISTORY TEXTBOOKS ADOPTED BY
THE STATE OF GEORGIA

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DEDICATION

To my niece and nephew,
Beverly and Jimmy,
and my dear Aunt Lollie

For their patience, understanding
and inspiration

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Grateful acknowledgment is made to publishers, the Social Studies Coordinator for the Atlanta Public School System and the Social Studies Resource Teacher of Area IV for the use of the materials needed for this study.

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E.M.B.

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CHAPTER I

INTRODUCTION

Rationale.--American History has recorded the deeds of the founding fathers of this country and has referred to them as noble and noteworthy. These men, according to the literature, fought for independence, wrote a constitution and endured the hardships that occur in the formation of any new nation.

Some of these men were described as dreamers; poets referred to them as the dreamers of the dreams. They visualized a land composed of a variety of people, a land that would become the melting pot for all nationalities. They conceived a land where people regardless of class or natal origin would have the opportunity and responsibility to work and live according to their abilities and interests.

It is felt that prejudices have deterred these dreams. Persons finding themselves in minority groups (especially Negro servicemen) have not realized full equality of privileges, responsibilities and recognitions that have been accorded the majority group. The democratic ideal of mutual respect has not been obtained by all. Some groups have not received appropriate credit for contributing to the

growth of America because of their skin pigmentation, their national origin or their religious beliefs.

Recently, racial matters have become a particularly important force in the development of historical events. The most serious racial issue has been focused on the Negro American, both abroad and at home. This is especially significant, for the Negro American has throughout history been denied opportunity, and treated as inferior because of color.

From their first introduction to life in America, the Negro, faced with numerous obstacles, have made important contributions to this country. Many of them have achieved greatness, and have distinguished themselves both as citizens and servicemen. It is the writer's belief that the accomplishments of the Negro servicemen comprise one of the brightest chapters in American history. These men who courageously responded to the tocsin of the Revolutionary War, the War of 1812, the Civil War, the Spanish-American War, World Wars I and II, the Korean Conflict and the Vietnam War distinguished themselves by bravery, fortitude and loyalty. Seemingly, their military records warrant objective assessment.

In America, textbooks have had a far reaching influence upon the teaching of history. Expository teaching exclusively from texts has perpetuated itself from generation to generation in many American schools. In the social studies there is very little, if any, justi-

fication for the overuse of this device, for then the teaching is limited to the advantages possessed by the text and excludes the advantages offered by other materials.

Student and teacher dependence upon the textbook as the only source of information and as a means of developing ideas, shaping attitudes and promoting intellectual growth is deplored. Further, reliance upon a single textbook may develop a blind acceptance of the printed word. Students have no opportunity to see that authors differ in interpretation nor that even authors of high reputation may sometimes err on facts. In addition, there may be serious gaps in information and uneven treatment of topics.¹

The account in American history textbooks of Negroes and their contributions to society has never been complete or well balanced.² Their fearlessness and heroism are sometimes entirely disregarded, distorted, or infrequently mentioned. "Wholesale omission has the most serious effect of distorting history, ... that distortion builds an unfavorable and untrue image of minorities."³

¹Dorothy Fraser and Edith West, Social Studies in Secondary Schools (New York: The Ronald Press, 1961), p. 297.

²Marie Elizabeth Carpenter, The Treatment of the Negro in American History Textbooks (Menasha: George Benta Publishing Co., 1941), p. 1.

³Lucian Davis, "Current Controversies: Minorities in American History Textbooks," Journal of Secondary Education, XLI (November, 1966), 293.

Marie Elizabeth Carpenter, after examining eighty-six representative American history textbooks in 1941, found that the Negro as a soldier was not represented in the American history books even when military history was receiving more emphasis than it did at the time of the study. Crispus Attucks' part in the Boston Massacre received mention in a few books that were analyzed. In more recently published texts only the various types of aid given the Negroes in the Civil War were covered, in spite of the availability of several well documented works describing the Negro soldier in all the works of our country.¹

According to Lerone Bennett, an author and magazine writer who specializes in historical articles, American history textbooks still ignore or defame black Americans. After examining many textbooks now in use in the American school system, Bennett made the following statement to the Ad Hoc Subcommittee on De Facto School Segregation:

In most books I have examined, black Americans appear by a process of spontaneous generation.... Of equal importance, in the negative conditioning of black and white Americans, is the glossing over of the extraordinary complexity in the peopling and building of America. Contrary to the popular view, black people came to America long before the Mayflower. They were with the first French and Spanish explorers. They fought with Prescott on Bunker Hill, they were with Grant in Virginia. And if our history has any meaning, Crispus Attucks, the hero of the Boston Massacre, and Salem Poor, a Bunker Hill

¹Marie E. Carpenter, op. cit., p. 124.

hero, ought to appear on the pages of our texts as they ¹ appeared in the paintings and drawings of contemporaries.

Much of the foregoing information has caused this writer to become deeply concerned about the comprehensiveness and objectivity of the information in the Georgia adopted high school American history textbooks, as related to Negro servicemen.

Evolution of the problem.---For many years, the writer served as a teacher of American history in a large metropolitan high school in Georgia. After using the textbooks that were approved by the State of Georgia, the writer became concerned about the dearth of information concerning the contributions made by Negro servicemen. Many outside references had to be used to inform the students of the accomplishments of Negro servicemen and to correct many distorted views presented about them. Thus, the writer felt that an analysis of the textbooks adopted by the State of Georgia, for the teaching of American history to American children, was needed and could result in the State adopting texts which contain a more accurate account of the contributions of Negro servicemen to American life.

Contribution to educational knowledge.---This study should be valuable in projecting a different image of the Negro servicemen, by presenting documented information concerning their achievements and

¹U.S., Congress, House, Committee on Education and Labor, Hearings, Books for Schools and Treatment of Minorities, 89th Cong., 2d Sess., 1966, p. 214.

contributions to American life. It would be beneficial to those teachers of American history, who are not knowledgeable of these accomplishments. They would then be better prepared to help students understand and appreciate fully the contributions made by these men. Finally, this study will add to the body of research done in this area and will suggest to textbook writers extensive changes in the treatment of Negro servicemen in American history high school textbooks.

Statement of problem.--The problem involved in this study was to evaluate the extensiveness and accuracy of the information about Negro servicemen as recorded in American high school history textbooks adopted by the State of Georgia.

Purpose of study.--The general purpose of this study was to assess the adequacy and accuracy of the American history textbooks used in the Georgia high schools in terms of their treatment of Negro servicemen.

More specifically, the purposes were as follows:

1. To make an analysis of the state approved high school American history textbooks used in the public high schools of Georgia with regard to what they present to students about Negro servicemen.
2. To evaluate the accuracy of the information presented in these books.

3. To determine the comprehensiveness of the information presented in terms of being adequate enough to promote an accurate understanding of the role of Negro servicemen,
4. To find to what extent the information presented developed positive and/or negative attitudes toward Negro servicemen.
5. To present findings with appropriate interpretation.
6. To formulate warranted conclusions, implications, and recommendations.

Limitations of the study.--This study was limited to an analysis of the American history high school textbooks which appeared on the approved textbook list of the State of Georgia for the school year 1967-68.

Locale and period of study.--This study was done at the Trevor Arnett Library, Atlanta University; the Atlanta Public Schools Professional Library and the Atlanta Public Library. The task of collecting, organizing and analyzing the data, as well as summarizing the findings, was performed during the summer of 1968.

Method of research.--The Descriptive-Survey Method, utilizing the specific technique of content analysis and statistical treatment, was used.

Materials.--The materials used for this study included twenty-six American history high school textbooks that appear on the approved textbook list of the State of Georgia and two additional ones which have not been approved by the State but are widely used in the schools

of Atlanta.

The textbooks selected for this study are listed below by authors. A more comprehensive listing has been supplied in Appendix "A."

The textbooks are:

1. Allen, Jack and Betts, John L., History: USA
2. Bailey, Thomas A., The American Pageant
3. Baldwin, Leland D. and Warring, Mary, History of Our Republic
4. Boller, Paul F., Jr. and Tilford, Jean, This is Our Nation
5. Brown, Richard C., Lang, William C. and Wheeler, Mary A., The American Achievement
6. Casner, Mabel and Gabriel, Ralph H., Story of the American Nation
7. Current, Richard N., DeConde, Alexander and Dante, Harris L., United States History
8. Eibling, Harold H., King, Fred M. and Harlow, James, History of our United States
9. Eibling, Harold H., King, Fred M., Harlow, James and Finkelstein, Milton, The Story of America
10. Gardner, William, West's Story of Our Country
11. Graff, Henry F., The Free and the Brave
12. Heller, Landis R., Jr. and Potter, Norris W., One Nation Indivisible
13. Johnson, Walter, The United States Since 1865
14. Knownslar, Allan and Frizzle, Donald, Discovering American History

15. Link, Arthur S. and Muzzy, David S., Our American Republic
16. Mackey, Margaret G., Your Country's History
17. Mackey, Margaret G., Your Country's Story
18. Muzzey, David S. and Link, Arthur S., Our Country's History
19. Platt, Nathaniel and Drummond, Muriel Jean, Our Nation from its Creation
20. Quillen, I. James and Drug, Edward, Living in Our America
21. Shafer, Boyd C., MoLemore, Richard and Augsburg, Everett, United States History for High Schools
22. Shafer, Boyd C., MoLemore, Righoard A., Augsburg, Everett, and Finkelstein, Milton, A High School History of Modern America
23. Steinburg, Samuel, The United States (Story of a Free People)
24. Todd, Lewis Paul and Curti, Merle, Rise of the American Nation
25. Wade, Richard C., Wilder, Howard B. and Wade, Louise C., A History of the United States
26. Wilder, Howard B., Ludlum, Robert P. and Brown, Harriett McCune, This is America's Story
27. Williams, T. Harry and Wolf, Hazel C., Our American Nation.
28. Wyman, Walker K. and Ridge, Martin, The American Adventure

Procedural steps.--The following procedural steps were utilized:

1. Literature pertinent to this study was reviewed, summarized and presented.
2. The American history high school textbooks which appeared on the State of Georgia Approved Textbook List for 1967-68 were secured.
3. The textbooks were examined and the pertinent data extracted with reference to space allotment, pictorial representation and concepts.
4. The data were compiled and presented in narrative form, complemented by charts
5. Warranted findings, conclusions, implications and recommendations were included in the thesis.

Survey of related literature.--A survey of the Literature pertinent to this study reveals that there is a great concern for the treatment accorded Negroes in the textbooks used in the public schools. Numerous studies which will be cited in subsequent pages are in agreement that many aspects of Negro life and culture are almost completely omitted and frequently distorted. This is especially true of Negro servicemen. Stolkin indicated that not only is the role of minority groups in our culture neglected but that the United States is depicted as being almost exclusively white, Anglo-Saxon, or North European in origin.¹

¹Aaron N. Stolkin, "The Treatment of Minorities in Textbooks," Education Digest, XXX (October, 1964), 21.

The consistent exclusion of the Negro from textbooks is regarded by some educators as a cultural conspiracy. John Hope Franklin observed that textbook writers often discuss what America has done for the Negro but fail to discuss what the Negro has done for America. And this, he concluded, "represents a sinister and misleading implication that the country belongs only to the white people."¹

This depiction of the population pattern of the United States, which is at variance with reality, may be attributed to one or both of the universal errors often committed by textbook writers, "bias by omission" or "bias by inertia,"² When an author relates the impressive records of his own personal heroes and ignores the creditable deeds of minority heroes he is just as guilty of disregarding the basic principles of sound historical writing as one who flagrantly distorts the truth. This practice is labeled as "bias by omission." The second sin, "bias by inertia," reveals itself in white-oriented textbooks written by those authors who have not kept up with modern historical scholarship and rely heavily on discredited myths and overworked viewpoints which tend to perpetuate racial prejudices.

These views are further supported in the findings of Dr. Lawrence D. Reddick who, after examining the history textbooks used

¹House Committee on Education and Labor, op. cit., p.811.

²Ray Allen Billington, "Bias in History Textbooks," Saturday Review, XLIX (January 15, 1966), 59-61.

in southern states, concluded that all of the textbooks in use were undesirable either by their omissions or unfavorable implications. He described the books as being traditional, with a prosouthern bias and filled with half-truths which probably were accepted by many as true accounts.¹

It is believed that white and black Americans are negatively conditioned by the widespread use of textbooks filled with evasions, half-truths and distortions. The effect on white Americans is disastrous for they are filled with racism which tends to give them an exclusive sense of identification with a land created only by their blood and sweat. On black Americans the effect is traumatic for their social health depends on personal and group conceptions, and not being able to identify with the history of our country, they are filled with a feeling of inferiority and submissiveness.² This writer regards this as undesirable, since no child should be deprived of having pride in his heritage and a sense of continuity with his past.

Relative to the role of the history of a people in building the self-concepts and aspirational levels of children, an increasing number of modern psychologists are convinced of its positive effects.³

¹Journal of Negro History, XIV July, 1934), 223-225, quoted in Leedell W. Neyland, "Why Negro History in the Junior and Senior High Schools," The Social Studies. LVII (November, 1967), 318.

²Lerone Bennett, Jr., "The Negro in Textbooks: Reading, Writing and Racism," Ebony, March, 1967, p.132.

³Sol N. Elkins, "Minorities in Textbooks: The Latest Chapter," Teachers College Record, LXVI (March, 1965), 503.

Further, since textbooks are heavily relied upon in the social studies, they obviously influence the social thinking of the young.¹

This view has also been supported by Cornelius Troup, who conducted a study to determine the effect that the Negro culture content found in textbooks had on children. Troup reported:

It would not be surprising if the majority of the white children of Georgia would feel the Negro was unworthy of respect ...such an attitude could only serve to widen the gap which separates whites from blacks, and does not serve to bring closer the possibility of complete interracial accord.

The Negro pupil who has studied the state adopted textbooks of Georgia might be expected to leave school almost entirely lacking in self respect, and confidence in his own capabilities to achieve and produce.²

In an early attempt to determine the treatment given the Negro soldier in textbooks, R. B. Eleazer examined twenty American History books used in fourteen southern states. He found that seventeen of the books gave not the slightest suggestion that the Negro ever rendered any service to the flag of his country, while the other three only implied the facts.³

In still another study to determine the amount of Negro culture content contained in the fifty-one textbooks used in the State

¹American Historical Society, Conclusions and Recommendations, A Report of the Commission of Social Studies (New York: American Historical Society, 1934), p.79.

²Cornelius Troup, "The Culture Content in the State-Adopted Textbooks of Georgia" (unpublished Master's thesis, School of Education, Atlanta University, 1937), p. 74.

³R. B. Eleazer, School Books and Racial Antagonism, A Report Prepared for the Executive Committee on Education and Race Relations (Atlanta, Georgia, 1937), p.3.

of Mississippi, it was found that five of them referred to the Negro as a soldier. One of the texts praised the bravery and heroism of the Negroes who fought with Jackson for the independence of this country. Another text reported the dissatisfaction of General Grant with the Negro troops in the South. No mention was made of Negroes who not only fought with Washington, the Confederates or the allied forces in World War I but acquitted themselves with honor. There were no accounts of the Negroes' bravery at sea. In short, there was very little to relate to the Negro and national defense in the specific deeds of individuals, or in a general way. The impression given is that Negroes have not figured significantly in any of the encounters of their country.¹

This idea prevails today in some areas and is supported by the findings of Tom Wicker of the New York Times, who was in Vietnam recently and made a study of the attitudes of the Negro soldiers who make up a very high percentage of the army there. He found that many of them believed that in Vietnam, Negroes were for the first time getting a chance to prove themselves as soldiers, and that this belief pushed many of them to excel as fighting men. Few of them knew that thousands of Negroes served under George Washington in the American Revolution and Andrew Jackson in the War of 1812; that Negroes fought

¹Walter Reed, "Negro Culture Content in State Adopted Text-books of Mississippi" (unpublished Master's thesis, School of Education Atlanta University, 1947), pp. 37-38.

gallantly on both sides in the Civil War; and that a large number of the cavalymen who cleared the old west of Indians were Negroes.¹

The official records of the army and navy, statements of commanders under whom Negroes served, newspapers and other evidence very definitely establish the Negroes' part in America's major wars. Crispus Attucks, a Negro, is shown in the picture of the Boston Massacre. A Negro soldier is seen in a picture depicting a scene of the victory of Perry at Lake Erie.²

Of the Negroes' performance in the Civil War, Secretary of War Stanton said that the whole contest would have gone against the Union if at the last moment 200,000 Negroes had not joined the army and turned the tide of victory.³

In World War I Negro regiments distinguished themselves as combat troops, including enlisted and drafted men. During World War II Negroes served in all branches of the Army and Navy.

Research also reveals that Negroes have received individual awards for heroism and extraordinary achievement in all of the wars.⁴ The nation's highest honor, the Congressional Medal of Honor, has been won by more than forty Negroes in all wars except World War I and World

¹Tom Wicker, "American Society is White Oriented," The Atlanta Constitution, March 2, 1968, p. 4.

²Marie E. Carpenter, op. cit., pp. 39-40.

³Howard N. Myer, "The Neglected Tool," The Crisis, LXX (November, 1963), 532.

⁴Maurice R. Davie, Negroes in American Society (New York: McGraw-Hill Book Company, Inc., 1949), pp. 315-316.

War II.¹ According to Ebony, the forty-seventh Negro was awarded the Congressional Medal in April, 1967.²

The massive thrusts recently aimed at textbooks which perpetuate the stereotype Negro either by omission or commission have failed to present a true account of the role of the Negro in American life and have prompted school systems, publishers and textbook writers to take steps to correct this evil.

A temporary solution used by a few school systems confronted with the acute shortage of multi-ethnic materials has been the development of a wide variety of classroom supplementary materials--books, brochures, and pamphlets that deal exclusively with the Negro's role in history.

But, in spite of the fact that these supplements bridge the gap, many of them have been met with strong resistance on the part of those who feel that this is but another devious means of keeping the Negro out of the mainstream of American life.³

In 1964 the California State Curriculum Commission of Guidelines for Reference to Ethnic and Cultural minorities in textbooks

¹ Irvin H. Lee, Negro Medal of Honor Men (New York: Dodd Mead and Co., 1967), pp. 127-29.

² Rogni Lantz, "Dixie Town Fetes War Hero," Ebony, June, 1967, p.27.

³ Robert D. Price, "Textbook Dilemma in the Social Studies," The Social Studies, XVII (January, 1966), 24.

stated that textbooks must be free of bias and prejudice and, in fulfillment of this aim, must accurately portray the participation of minority groups in American life.¹

The Board of Education of the City of New York has also adopted specific measures to eliminate the traditional discriminatory practice of excluding or glossing over the contributions of minority groups to American life. In a Policy Statement on the Treatment of Minorities in Textbooks, the Superintendent of Schools indicated:

...he would recommend only those instructional materials which were in accord with the stated educational objectives of the Board of Education. These objectives include a realistic and sympathetic account both in text and illustrations, of the role of minority groups in our culture, past and present.²

The Board further agreed that the listing of the contributions of a few prominent representatives of each minority group would not be satisfactory, for the United States, a nation of minorities, has been developed by the significant contributions of each group.³

Pressures for changed treatment of Negroes in textbooks have also forced school boards in Detroit, Philadelphia and other large cities to adopt resolutions supporting the use of multi-ethnic texts. Many of those pushing for the integrated texts feel that such texts

¹California State Curriculum Committee, Guidelines for Reference to Ethnic and Cultural Minorities in Textbooks, A Report to the Public School System of California (Sacramento: California State Curriculum Committee, 1964), p. 2. (Mimeographed.)

²House Committee on Education and Labor, op. cit., p. 286.

³Ibid.

could significantly affect the academic progress of the nation's Negroes. Gertrude Whipple, assistant director of language education for Detroit public schools has asserted, "Negro children identify more readily with characters in integrated books, and this increases their interest in, and rate of, learning."¹

In a resolution adopted by the Conference Resolution Committee at the Fourth National NEA-Commission on Professional Rights and Responsibilities Conference on Civil and Human Rights of Educators held last year, persons concerned with education were urged to take immediate steps to:

Remove all distorted and inaccurate material about Negroes from textbooks and other teaching materials; and present an accurate and comprehensive portrayal of the cultural, economic and scientific contributions past and present--of all segments of American Society.²

Some publishers, in an attempt to meet the demands made upon them by those who desired complete representation of the Negro in the textbooks and those who would only purchase the "lily-white" books, have compromised by publishing two editions of the same text. Other publishers, feeling that they had a moral responsibility to print the truth, are offering exclusively the multi-ethnic texts in all parts of the country.

¹House Committee on Education and Labor, op. cit., pp. 804-05.

²"The Treatment of Minorities in Textbooks," School and Society, XCV (Summer, 1967), p. 323.

These are but a few of the promising signs that the image of the Negro in American history textbooks is changing. Other states or areas are making slow but sure progress toward the adoption of multi-ethnic textbooks. In the South, Virginia and Florida have taken steps in this direction.¹

Hopefully, there will soon be in all states and especially Georgia a sharp escalation of the use of balanced textbooks whose portrayal of the Negro servicemen will perpetuate natural respect for all Americans. Further, in using books from which "...Negroes learned more about themselves and their contributions to this culture, you would be liberating not only Negroes, you'd be liberating white people who know nothing about their own history."²

¹Neyland, op. cit., p. 326.

²James Baldwin, "A Talk to Teachers," Saturday Review, XLI (December, 1963), 44.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Foreword

How much longer can so many Americans escape knowing the important position which the Negro servicemen occupy in the world today? This writer feels that the period might cover another 200 years unless constructive efforts are advanced to supply the necessary knowledge and understanding. There is ample evidence of their role in nearly every war engaged in by America--from the American Revolution to the Vietnam War. Reference to the many notable episodes of bravery beyond the call of duty executed by these servicemen is made in an Army Service Manual, "The Negro soldier has a rich heritage and tradition of loyal and outstanding performance in every war the United States has fought.... Of this history, many white people are unfamiliar and most Negroes do not know the details."¹

Various studies have indicated that the role of the history of a people greatly influences the social concepts of its young and that the consistent exclusion of portrayals of Negroes has a deleterious

¹U.S. Army Service Forces, Leadership and the Negro Soldier, A Manual Prepared for the Military Training Division (Washington, D. C., 1944), p. 23.

effect on Negro children. Therefore, a concern for a realistic portrayal of the Negro servicemen in American history textbooks has developed among those educators who are not satisfied with the incomplete and unbalanced accounts printed.

Introduction

Since textbooks have a far reaching influence upon the teaching of history, an attempt was made in the preceding chapter to not only emphasize the need for an improvement of the presentation of the Negro servicemen in American history textbooks but also to cite measures taken by some states to correct this omission.

The major purpose of this study was to evaluate the high school American history textbooks used in the State of Georgia in terms of their treatment of Negro servicemen who participated in the following wars: The Revolutionary War, The War of 1812, The Civil War, The Indian Wars (1862-1890), The Spanish-American War, World War I, World War II, The Korean Conflict and the Vietnam War.

Organization and Treatment of Data

The checklist employed in this study was constructed so as to include items deemed necessary, in the opinions of authorities and/or accepted criteria, in the area of social studies textbook evaluation. The rating scale used reflects the degree of emphasis placed upon the items of the criteria found in the textbooks being used as materials.

Each item was rated on a scale from "5" to "1" with "5" repre-

senting the highest rank. The relative quality of each factor was indicated according to this code:

- "5" -- Excellent (Outstanding in quality)
- "4" -- Good (High in quality)
- "3" -- Fair (Moderate in quality)
- "2" -- Poor (Unsatisfactory in quality)
- "1" -- Absent (No representation)

Using the instrument or checklist as a guide, a search of the textbooks was made in order to assess the treatment given the Negro servicemen in each of the wars fought by America. This set of criteria was based on the textbook evaluative criteria established by the States of California,¹ New York,² and Michigan.³

The rating given was based upon the extent to which mention was made of the following key items:

1. Negro soldiers by regiments or sailors by ships
2. Number of Negro servicemen in the different branches of service
3. Rewards received by Negro servicemen for valor
4. Negroes who served as officers in the services
5. Commendations made of Negro servicemen by Commanders

¹House Committee on Education and Labor, Books for Schools, Hearings, 1966, pp. 265-267.

²Ibid., p. 615.

³Ibid., pp. 527-531.

under whom they served, war records, newspapers and other sources.

Textbook rating.--The rating of each textbook was determined by the degree of emphasis placed on each item. For each book the total was taken from each table and divided by 10, (which represents the number of items), to get the average weight. The ratings for each criterion are later presented in tabular data.

Item identification.--The ten items used in the criteria have been assigned an alphabet which will be used throughout the study. The criteria are:

- A -- The content of the text promotes understanding, acceptance, and respect for the dignity and worth of the Negro servicemen.
- B -- Adequate recognition is given to the Negro servicemen who are a part of the American society.
- C -- The graphic and verbal illustrations clearly illustrate that America's armed forces are multi-racial.
- D -- The content of the text is accurate and in accord with the most recent historical research concerning Negro servicemen.
- E -- In portraying differences and characteristics of Negro servicemen the text avoids stereotypes and caricatures.
- F -- The treatment of inter-racial problems in the armed forces which might involve prejudice and discrimination is fair and objective.

- G -- The content is free of implications or unnecessary language which tends to offend Negro servicemen.
- H -- The forces and conditions which have worked to the advantage and/or disadvantage of the Negro servicemen are presented in such a manner that the student is led to make accurate and unbiased judgment regarding intergroup conflict.
- I -- The approach to the treatment of the role of the Negro servicemen is realistic and does not gloss the tensions of multi-racial relations.
- J -- The content reflects a recognition of the modern trend with regards to changes in the way the American people think about Negro servicemen.

Textbook list.--The list of twenty-eight textbooks which appeared in Chapter I and Appendix A is also shown below. Each book was assigned a Roman numeral which has been used throughout the study.

The textbooks are:

- I - History: USA
- II - The American Pageant
- III - History of Our Republic
- IV - This is Our Nation
- V - The American Achievement
- VI - Story of the American Nation
- VII - United States History

VIII	- <u>The American Achievement</u>
IX	- <u>The Story of America</u>
X	- <u>West's Story of Our Country</u>
XI	- <u>The Free and the Brave</u>
XII	- <u>One Nation Indivisible</u>
XIII	- <u>The United States Since 1865</u>
XIV	- <u>Discovering American History</u>
XV	- <u>Our American Republic</u>
XVI	- <u>Your Country's History</u>
XVII	- <u>Your Country's Story</u>
XVIII	- <u>Our Country's History</u>
XIX	- <u>Our Nation From its Creation</u>
XX	- <u>Living in Our America</u>
XXI	- <u>United States History for High Schools</u>
XXII	- <u>A High School History of Modern America</u>
XXIII	- <u>The United States: Story of a Free People</u>
XXIV	- <u>Rise of the American Nation</u>
XXV	- <u>A History of the United States</u>
XXVI	- <u>This is America's Story</u>
XXVII	- <u>Our American Nation</u>
XXVIII	- <u>The American Adventure</u>

The Basic Findings

The significant findings of this research are presented in tabular form in nine tables. Each table represents the degree of

emphasis placed on the criteria by the textbooks for each of the wars. For each book the total and average weight have been computed. Additionally, factual interpretations and pictorial representations are included for each war.

The Revolutionary War

Tabular data.--The tabulations in Table 1 indicate that among the twenty-eight textbooks examined, Book XI ranks highest because it places more emphasis on the items of the criteria than any of the other texts. While it did not place in the excellent or good categories, it is the only book that treated each of the items, as well as the only one to place in the fair category.

Book XIX, which ranked second, treated all of the items except "E" and emphasized item "F" more than Book XI. The third ranking book, XVI, gave no attention to three of the items, but placed more emphasis on "E" than Book XI. The same is true of the fourth and fifth ranking books, XXI and XXII. The sixth ranking book, XXVII, also placed no emphasis on three of the items but unlike Books XII and XXI, failed to outrank Book XI on any item.

According to the numerical rating, Books XVI and XIX placed in the poor category. Three other texts, Books XVI, XXI and XXII, also placed in the poor category. Eleven of the books ranked in the absent category because they failed to treat any of the items. Book XIII was not rated because its content did not deal with this period of history.

TABLE 1

RATINGS FOR THE AMERICAN
REVOLUTIONARY WAR

Books	Criteria										Totals	Average Weight
	A	B	C	D	E	F	G	H	I	J		
I	2	2	2	2	2	1	2	1	1	2	17	1.7
II	1	1	1	1	1	1	1	1	1	1	10	1.0
III	2	2	2	2	1	1	1	1	1	1	14	1.4
IV	2	2	2	2	1	1	2	1	1	1	15	1.5
V	1	1	1	1	1	1	1	1	1	1	10	1.0
VI	2	2	2	2	1	1	2	1	1	1	15	1.5
VII	1	1	1	1	1	1	1	1	1	1	10	1.0
VIII	1	1	1	1	1	1	1	1	1	1	10	1.0
IX	2	2	2	2	1	1	1	1	1	2	15	1.5
X	1	1	1	1	1	1	1	1	1	1	10	1.0
XI	5	5	5	5	2	2	3	3	3	3	36	3.6
XII	2	2	2	2	1	1	2	1	1	2	16	1.6
XIII	-	-	-	-	-	-	-	-	-	-	--	-
XIV	1	1	1	1	1	1	1	1	1	1	10	1.0
XV	2	2	2	2	1	1	2	1	1	1	15	1.5

TABLE 1--Continued

Books	Criteria										Totals	Average Weight
	A	B	C	D	E	F	G	H	I	J		
XVI	3	3	3	3	4	1	3	1	1	3	25	2.5
XVII	1	1	1	1	1	1	1	1	1	1	10	1.0
XVIII	2	2	2	2	1	1	1	1	1	1	14	1.4
XIX	3	3	3	3	1	3	3	3	3	3	28	2.8
XX	1	1	1	1	1	1	1	1	1	1	10	1.0
XXI	3	3	3	3	3	1	3	1	1	2	23	2.3
XXII	3	3	3	3	3	1	3	1	1	3	24	2.4
XXIII	1	1	1	1	1	1	1	1	1	1	10	1.0
XXIV	2	2	2	2	2	1	1	1	1	2	16	1.6
XXV	3	2	2	2	1	1	2	1	1	2	17	1.7
XXVI	3	3	3	3	2	1	3	1	1	2	22	2.2
XXVII	1	1	1	1	1	1	1	1	1	1	10	1.0
XXVIII	1	1	1	1	1	1	1	1	1	1	10	1.0

Factual interpretation of textual data.--The striking thing about all of the texts in regards to their treatment of the Negro

servicemen in the Revolutionary War is their failure to measure up quantitatively and qualitatively to the standards of sound scholarly research. The majority of the books do not reflect, with any degree of accuracy, the part played by these loyal and patriotic Americans.

The fact that 5,000 of these black patriots volunteered to fight for their country, knowing that General George Washington did not desire their services, is almost completely ignored by the texts.¹ Only three of the books, I, VIII and XXVI, discuss the most familiar event of the War, the Boston Massacre and the martyrdom of Crispus Attucks. Two of the books, XI and XXVII, refer to three Negroes who fought bravely on America's side, Peter Salem, Salem Poor and Mark Starlin; also the fact that Negroes were with the Minutemen and fought at Lexington, Concord, Bunker Hill, Ticonderoga and Valley Forge. A very vague reference is made in Book XIX to the all-Negro unit that fought in a battle at Newport, R. I., as well as the fact that Negroes were discriminated against with regards to pay and equipment.

Pictorial representation.--The visual presentation of Negro servicemen who participated in the Revolutionary War is very scanty in spite of the fact that it is strongly felt by many educators that illustrations can help students visualize and develop a better understanding of historical data.

Only four of the texts printed pictures which supported the

¹Bill Cosby, Narrator, "Of Black America: The Negro Soldier." C.B.S. Telecast, July 9, 1968.

textual information. Books VII and XXIV included pictures of the monument erected in Boston in honor of the patriots who died in the Boston Massacre. A graphic picture of the Boston Massacre sketched by Paul Revere was found in Book I; and Book IX complemented the event with a picture of the street fighting in Boston which precipitated the Boston Massacre. All of these pictures were used very effectively and supported the textual material.

Evidence of distortion and/or omission was also noted with regards to the pictorial treatment of the Negro servicemen. Books XI and XXV reproduced the same picture of the Boston Massacre as was printed by Book I, cited earlier, but no mention was made of Crispus Attucks, a Negro and the first American patriot to die in the War for Independence. Even the faces of all of the participants in the Massacre were painted white. Neither book carried a reproduction of the painting dealing with Washington crossing the Delaware. On this boat was a black man.

These distortions and omissions, which have for a long time been favored devices used by writers and publishers who wish to avoid controversy, tend to have a negative effect upon the attitudes of many Americans. This writer feels, too many Americans.

Too few of the texts included pictures which would in some way impart some knowledge of the contributions to America made by the black serviceman. This dearth of pictorial representation can only impair whatever concepts had been formed.

The War of 1812

Tabular data.--The tabulations of Table 2 indicate that with regards to the War of 1812, only five of the texts treated the criteria. Of these, Book XI ranked highest but had an average weight between fair and poor. It did not emphasize items "F" nor "I". The remainder of the items were emphasized moderately. The second ranking Book, XIX, failed to emphasize the two items missed by the top ranking Book, XI, plus an additional item, criterion "H." The same degree of emphasis was placed on the remaining items as was placed by Book XI. These were the only books to even rank in the poor or unsatisfactory category.

Book XIII did not treat the subject because the content of the book was not applicable to the treated subject. Twenty-two of the books failed to emphasize any of the items and therefore were placed in the absent category.

Books III, XII and XXVII, even though rating very unsatisfactory in quality, did possess some degrees of representation, and this was more than the twenty-two other books did with average weights of 1.0 or no representation. The average weights for Books III, XII and XXVII were 1.4, 1.7 and 1.6 respectively.

Factual interpretation of textual data.--The participation of the Negro soldiers and sailors who served their country in the War of 1812 is almost completely omitted in the texts. The glowing tribute

TABLE 2

RATINGS FOR THE WAR OF 1812

[illegible]

TABLE 2--Continued

Books	Criteria										Totals	Average Weights
	A	B	C	D	E	F	G	H	I	J		
XVI	1	1	1	1	1	1	1	1	1	1	10	1.0
XVII	1	1	1	1	1	1	1	1	1	1	10	1.0
XVIII	1	1	1	1	1	1	1	1	1	1	10	1.0
XIX	3	3	2	3	2	1	2	1	1	2	20	2.0
XX	1	1	1	1	1	1	1	1	1	1	10	1.0
XXI	1	1	1	1	1	1	1	1	1	1	10	1.0
XXII	1	1	1	1	1	1	1	1	1	1	10	1.0
XXIII	1	1	1	1	1	1	1	1	1	1	10	1.0
XXIV	1	1	1	1	1	1	1	1	1	1	10	1.0
XXV	1	1	1	1	1	1	1	1	1	1	10	1.0
XXVI	1	1	1	1	1	1	1	1	1	1	10	1.0
XXVII	2	2	2	2	1	1	2	1	1	2	16	1.6
XXVIII	1	1	1	1	1	1	1	1	1	1	10	1.0

paid by General Andrew Jackson to the Negro soldiers who fought with him at New Orleans--"To the men of color-soldiers! ... I expected much

of you.... But you surpass my hopes."¹--is completely ignored in all of the books except Book XIX. Three of the other texts, Books III, XII and XXII, treat very vaguely the fighting of Negro troops with Jackson. Book XI touches upon Perry's victory on the Great Lakes and alludes to the Negro sailors who were on his ship. Approximately nine percent of General Jackson's Army and twenty-five percent of Commodore Perry's Navy were Negro.²

Pictorial representation.--It is quite apparent that the authors and publishers of the twenty-seven textbooks examined were not concerned with extending students' understanding and appreciation of the materials presented with regards to the Negro servicemen, for neither of them graphically illustrated the events of the War of 1812 in which the Negro played a meaningful role.

A peace-time photograph depicting Commodore Perry and a Negro naval member going ashore at Tokyo in 1854 is presented in Book XI.

The Civil War

Tabular data.--From the tabulations in Table 3, it is noted that Book VI ranks highest among the books examined and emphasized each of the items in the criteria. It is interesting to note that the second highest ranking book, XI, stressed five of the items sufficiently high enough to rank them in the excellent category, compared

¹Nathaniel Platt and Muriel Jean Drummond, Our Nation from Its Creation (Englewood Cliffs: Prentice-Hall, 1966), p. 209.

²"Of Black America," C.B.S. Telecast, op. cit.

TABLE 3

RATINGS FOR THE CIVIL WAR

Criteria

Books	A	B	C	D	E	F	G	H	I	J	Totals	Average Weights
I	4	4	4	4	4	2	4	2	2	3	33	3.3
II	2	2	2	2	1	1	1	1	1	2	15	1.5
III	2	2	2	2	2	1	2	2	2	2	19	1.9
IV	1	1	1	1	1	1	1	1	1	1	10	1.0
V	3	3	3	3	3	1	3	3	1	2	25	2.5
VI	5	4	5	4	5	4	4	4	4	4	43	4.3
VII	2	2	2	2	1	2	2	2	2	2	19	1.9
VIII	3	3	3	3	3	1	3	3	2	2	26	2.6
IX	3	3	4	3	3	1	3	3	2	3	28	2.8
X	1	1	1	1	1	1	1	1	1	1	10	1.0
XI	5	5	5	5	3	3	5	3	3	4	41	4.1
XII	1	1	1	1	1	1	1	1	1	1	10	1.0
XIII	1	1	1	1	1	1	1	1	1	1	10	1.0
XIV	1	1	1	1	1	1	1	1	1	1	10	1.0
XV	2	2	2	2	1	2	2	2	1	2	18	1.8

TABLE 3--Continued

Books	Criteria										Totals	Average Weights
	A	B	C	D	E	F	G	H	I	J		
XVI	2	2	2	2	1	1	1	1	1	1	14	1.4
XVII	1	1	1	1	1	1	1	1	1	1	10	1.0
XVIII	2	2	2	2	1	1	1	1	1	1	14	1.4
XIX	4	4	4	4	4	3	4	4	2	3	36	3.6
XX	1	1	1	1	1	1	1	1	1	1	10	1.0
XXI	3	3	3	3	3	3	3	3	3	3	30	3.0
XXII	3	3	3	3	3	3	3	3	3	3	30	3.0
XXIII	1	1	1	1	1	1	1	1	1	1	10	1.0
XXIV	3	3	3	3	3	3	3	3	3	3	30	3.0
XXV	3	3	3	3	3	1	3	1	1	2	23	2.3
XXVI	2	2	2	2	1	2	2	2	2	2	19	1.9
XXVII	3	3	3	3	1	1	3	3	1	2	23	2.3
XXVIII	2	2	2	2	1	1	1	1	1	2	15	1.5

to only three items in the excellent category for Book VI. Further, Book XI placed only one item, "J," in the good category while Book VI

placed its remaining seven items in the good category. Book XIX, the third ranking book, outranked Book XI on only one item, "H," but failed to outrank Book VII in any category. It should also be mentioned that Book XIX did not rank in the excellent category with any item and received a poor rating for item "I."

According to the numerical rating, Book VI and XI placed in the good category and Book XIX in the fair. Eight of the books were placed in the absent category because they did not stress any of the items. The seventeen other books achieved average weights which ranked them at and below fair in quality.

Factual interpretation of the textual data.--The majority of the texts gave some consideration to the participation of Negroes in the Civil War - the exceptions are Books IV, X, XII, XIII, XIV, XVII, XX and XXIII.

Thirteen of the books estimated that between 150,000 to 200,000 Negroes enlisted in the Union Army, many with officers' rank. According to The Negro Handbook, 278,000 Negroes were inducted in both the Union and Confederate Armies.¹

Book II stated that the Southern slaves did not help their Northern liberators by joining the Union forces but Book IX refutes this statement. In quoting John Hope Franklin, the following passage is used: "...Recruiters succeeded in enlisting 134,000 Negro soldiers

¹Ebony Editors, The Negro Handbook (Chicago: Johnson Publishing Co., 1966), p.294.

in slave states, as compared with 52,000 from the free states, where ...the Negro population is much smaller."¹

Books I and XI named some of the Negro units organized to fight with the Union, while Book VI discussed quite poignantly the valor of the 54th Massachusetts Infantry in attempting to take Fort Wagner.

Book XXIV is the only book to mention that the Negro soldiers with the Union faced hazards not faced by other troops in that the Confederates considered them as outlaws and if captured, planned to treat them as criminals. Later, however, the Confederates in 1865 found it necessary to induct Negroes in their Army.

There is no mention, whatsoever, of the Fort Pillow Massacre in which a large number of Negro combatants and noncombatants were killed by a Confederate force led by Major General Nathan B. Forrest.²

Books XI and XIX took note of the courageousness of the Negro servicemen and the fact that a score or more had won Congressional Medals of Honor. In the words of Secretary of War Stanton, "They have proved themselves among the bravest of the brave."³

Lee's Negro Medal of Honor Winners cites sixteen recipients of

¹John P. Davis, ed., The American Negro Reference Book (Englewood Cliffs: Prentice-Hall, 1966), pp. 610-611.

²Richard C. Wade, et. al., A History of the United States (Atlanta: Houghton Mifflin Co., 1966), p. 373.

³Lee, op. cit., pp. 127-128.

the Army's highest honor and four for the Navy's.¹

Pictorial representation.--There were no duplications of pictures among the six books that included graphic portrayal of Negroes in the Civil War. Book I pictured the 22nd Colored Infantry at Petersburg, Va., storming the Confederate entrenchment. A very colorful and stirring photograph of the 54th Infantry attacking Fort Wagner was presented in Book VI and likenesses of two Negro soldiers were included in Books VIII and XI. Book XXV portrayed a group of Negro soldiers who won the praise of Secretary of War Stanton. A picture of a poster depicting Negro soldiers was printed in Book XXVII. This poster was used extensively in the drive to recruit more Negro soldiers.

All of the pictures supported very impressingly the textual information, but, here again, the very limited use of pictures left much to be desired. Opportunities for using illustrations to enhance the learning experiences of the students were significantly disregarded.

The Indian Wars (1882-1890)

Tabular data.--The tabulations in Table 4 indicate that only one text, Book XXIV, placed any emphasis on the criteria established and that amount was very unsatisfactory. Some emphasis, though inadequate, was given to each of the items except "H."

Factual interpretation of textual data.--A great wall of silence characterizes the texts with regards to the contribution of the

¹Lee, op. cit., pp. 127-128.

TABLE 4

RATINGS FOR THE INDIAN WARS

[illegible]

TABLE 4--Continued

Books	Criteria										Totals	Average Weight
	A	B	C	D	E	F	G	H	I	J		
XVI	1	1	1	1	1	1	1	1	1	1	10	1.0
XVII	1	1	1	1	1	1	1	1	1	1	10	1.0
XVIII	1	1	1	1	1	1	1	1	1	1	10	1.0
XIX	1	1	1	1	1	1	1	1	1	1	10	1.0
XX	1	1	1	1	1	1	1	1	1	1	10	1.0
XXI	1	1	1	1	1	1	1	1	1	1	10	1.0
XXII	1	1	1	1	1	1	1	1	1	1	10	1.0
XXIII	1	1	1	1	1	1	1	1	1	1	10	1.0
XXIV	2	2	2	2	2	2	2	1	2	2	19	1.9
XXV	1	1	1	1	1	1	1	1	1	1	10	1.0
XXVI	1	1	1	1	1	1	1	1	1	1	10	1.0
XXVII	1	1	1	1	1	1	1	1	1	1	10	1.0
XXVIII	1	1	1	1	1	1	1	1	1	1	10	1.0

Negro soldiers in winning the west. A single note, "Negroes fought as comrades in arms against the Indians"¹ is almost completely obscured

¹Lewis Paul Todd and Merle Curti, Rise of the American Nation (Atlanta: Harcourt, Brace and World, Inc., 1966), p. 433.

by the great quantity of material which reflect on the ill-balanced and negative treatment of the role of the Negro cavalymen, fourteen of whom won Congressional Medals of Honor.

The book did not mention that there were four all-Negro regiments stationed at forts in the western land; black troops were with General Custard at Little Big Horn and that they captured Chief Geronimo and ran Sitting Bull into Canada.¹

Pictorial representation.---There are no pictorial representations of the Negro servicemen who participated in the Indian Wars. Pictures of these dramatic events would perhaps clarify the pupils' understanding of this woefully neglected subject.

The Spanish-American War

Tabular data.---From the tabulations in Table 5, it is noted that Book XXIV ranks highest among the books by placing more emphasis, though inadequate, on the items of the criteria. Seven of the items placed in the fair category while items "F," "H," and "I" were designated as absent. The numerical rating for the book, 2.4, is between fair and poor. The second ranking book, XXVI, received only poor ratings, 2.0, but each of the ten items was evidenced. The third ranking book, I, though placed in the below poor category, 1.6, received a poor rating for six of its items and an absent rating for items "E," "F," "H" and

¹"Of Black America," C.B.S. Telecast, op.cit.

TABLE 5

RATINGS FOR THE SPANISH-AMERICAN WAR

[illegible]

TABLE 5--Continued

Books	Criteria										Totals	Average Weight
	A	B	C	D	E	F	G	H	I	J		
XVI	1	1	1	1	1	1	1	1	1	1	10	1.0
XVII	1	1	1	1	1	1	1	1	1	1	10	1.0
XVIII	1	1	1	1	1	1	1	1	1	1	10	1.0
XIX	1	1	1	1	1	1	1	1	1	1	10	1.0
XX	1	1	1	1	1	1	1	1	1	1	10	1.0
XXI	1	1	1	1	1	1	1	1	1	1	10	1.0
XXII	1	1	1	1	1	1	1	1	1	1	10	1.0
XXIII	1	1	1	1	1	1	1	1	1	1	10	1.0
XXIV	3	3	3	3	3	1	3	1	1	3	24	2.4
XXV	1	1	1	1	1	1	1	1	1	1	10	1.0
XXVI	2	2	2	2	2	2	2	2	2	2	20	2.0
XXVII	1	1	1	1	1	1	1	1	1	1	10	1.0
XXVIII	1	1	1	1	1	1	1	1	1	1	10	1.0

"I." Except for Book XI, which received an absent rating for all of its items, excluding item "C," the other twenty-four books were ranked in

the absent category.

Factual interpretation of textual data.--All but three of the texts avoided all reference to the Negro servicemen's contribution to this, America's shortest war. Two of these, Books XI and XXIV, credited the 24th and 25th Regiments with supporting Roosevelt's Rough Riders in the defense of a fort in Cuba. In passing, Book XXVI mentioned that Negroes fought side-by-side with the white soldiers and sailors but were commanded by white officers.

The fact that five Negro soldiers and four Negro sailors won the Congressional Medal of Honor and the Navy Medal of Honor, respectively, went unnoticed.¹ Neither was there any evidence that the Negro 10th Cavalry, along with the 24th and 25th Regiments, fought with Roosevelt at San Juan Hill and won the praise from him as follows: "I want no better troops than these colored troopers...."² Yet, seven years later, as President of the U.S.A., Roosevelt discharged without honor three companies of the 25th Regiment because they either refused to conform to the black servile stereotypes which were acceptable to the South and/or refused to inform on those soldiers guilty of misbehavior.³

Pictorial representation.--Only one of the pictures used by the texts forcefully and effectively enhanced the pupils' understanding

¹"Of Black America," C.A.B. telecast, op. cit.

²Ibid.

³Davis, op. cit., p.615.

and appreciation of an important historical event and the part played by the Negro servicemen in it. An extremely captivating photograph of the 24th and 25th Regiments, rescuing the Rough Riders who had been trapped by the Spaniards in a fort which had been previously taken by the Americans, is printed in Book XXIV. The photograph is certain to reinforce the retention of the pupils.

Two of the texts, Books I and V, flagrantly distort reality by picturing the Rough Riders storming San Juan Hill with no representation of Negro troops, who made this victory possible.¹

World War I

Tabular data.--The tabulation from Table 6 indicate that the top ranking book in the treatment of the items of the criteria was Book XIX which placed some degree of emphasis on each of the items. Seven of the items received excellent emphasis; item "J," good emphasis; item "F," fair emphasis; and item "E," poor emphasis. Book XXVI, the second highest ranking book, placed fair emphasis on each of the items and therefore, did not outrank Book XIX on any of the items. The third place book, XXV, placed fair emphasis on eight of the items but did not give any attention to items "E" and "F"

Numerically, 4.4, Book XIX was placed in the good category, Book XXVI in the fair category, 3.0, and Book XXV in the category be-

¹"Of Black America," C.B.S. telecast, op. cit.

TABLE 6

RATINGS FOR WORLD WAR I

Books	Criteria										Totals	Average Weights
	A	B	C	D	E	F	G	H	I	J		
I	1	1	1	1	1	1	1	1	1	1	10	1.0
II	1	1	1	1	1	1	1	1	1	1	10	1.0
III	2	2	2	2	1	2	2	2	2	2	19	1.9
IV	1	1	1	1	1	1	1	1	1	1	10	1.0
V	2	2	2	2	1	1	2	1	1	2	16	1.6
VI	1	1	1	1	1	1	1	1	1	1	10	1.0
VII	1	1	1	1	1	1	1	1	1	1	10	1.0
VIII	1	1	1	1	1	1	1	1	1	1	10	1.0
IX	1	1	1	1	1	1	1	1	1	1	10	1.0
X	1	1	1	1	1	1	1	1	1	1	10	1.0
XI	1	1	1	1	1	1	1	1	1	1	10	1.0
XII	1	1	1	1	1	1	1	1	1	1	10	1.0
XIII	1	1	2	1	1	1	1	1	1	1	11	1.1
XIV	1	1	1	1	1	1	1	1	1	1	10	1.0
XV	2	2	2	2	1	2	2	2	2	2	19	1.9

TABLE 6--Continued

Books	Criteria										Totals	Average Weights
	A	B	C	D	E	F	G	H	I	J		
XVI	1	1	1	1	1	1	1	1	1	1	10	1.0
XVII	1	1	1	1	1	1	1	1	1	1	10	1.0
XVIII	1	1	1	1	1	1	1	1	1	1	10	1.0
XIX	5	5	5	5	2	3	5	5	5	4	44	4.4
XX	1	1	1	1	1	1	1	1	1	1	10	1.0
XXI	2	2	2	2	1	1	2	1	1	2	16	1.6
XXII	2	2	2	2	1	1	2	1	1	2	16	1.6
XXIII	1	1	1	1	1	1	1	1	1	1	10	1.0
XXIV	2	2	2	2	1	1	2	1	2	2	17	1.7
XXV	3	3	3	3	1	1	3	3	3	3	26	2.6
XXVI	3	3	3	3	3	3	3	3	3	3	30	3.0
XXVII	1	1	1	1	1	1	1	1	1	1	10	1.0
XXVIII	1	1	1	1	1	1	1	1	1	1	10	1.0

tween fair and poor, 2.6. Eighteen of the books did not place any emphasis on the items and therefore placed in the absent category.

Factual interpretation of textual data.--Less than half of the books examined gave any recognition to the Negro servicemen who fought in World War I. The fact that four Negro regiments were awarded the French Croix de Guerre is mentioned only in Book XIX. Book XXVI simply stated that the Negro soldiers were decorated for gallantry. It also mentioned that Negro regiments were commanded by white officers.

According to Book XV, more than a million Negroes served in the armed forces with about half of that number serving overseas. When returned to this country, the Negroes, who had faced little or no discrimination abroad, found that the Ku Klux Klan was operating in the North and South to retain the status quo with regards to races. And, Book XXV further noted that there were other whites who were determined to maintain racial barriers. "Their anger was especially directed toward the Negro who had served in the army. During 1919, of the 70 Negroes lynched, ten of them had been soldiers."¹

Not mentioned in any of the books are accounts of the 93rd Division being the first combat unit overseas; that the 369th Regiment saw 191 days of front line action and never lost ground; and that General Pershing was nicknamed "Black Jack" because he was the only top officer who did not mind having Negro troops fight with him.²

¹Richard C. Wade, Howard Wilder and Louise Wade, A History of the United States (Atlanta: Houghton Mifflin Co., 1966), p. 660.

²"Of Black America," C.B.S. telecast, op. cit.

Pictorial representation.--Book XXVII is the only book that used a visual to complement the scanty information concerning the Negro's role as a serviceman. The picture included in this book portrays a small number of Negro troops in a foxhole.

In not publishing a more detailed view of the performance of the Negro serviceman, the texts are presenting an unrealistic view of an engagement and of the participation of a large segment of America's society which made an outstanding contribution to the world. This is a gross misrepresentation.

World War II

Tabular data.--According to the tabulations in Table 7, the book that received the highest rating was Book XXVI. It gave more importance to the items of the criteria than any of the others. Eight of its items were placed in the excellent category and two items, "J" in the good category and "E" in the fair category. The second ranking book, V, placed in the good category and the degree of emphasis placed on each of its items was good. Item "E" was emphasized more forcefully in Book V than it was in Book XXVI.

Three books, XIX, XXI and XXII were ranked in the third highest position. The unusual feature was the degree of emphasis placed by each book on the items of the criteria. All of the items received an equal degree of importance and placed in the fair category. Twenty of the books were rated as absent because none of the items of the criteria was treated.

TABLE 7

RATINGS FOR WORLD WAR II

[illegible]

TABLE 7--Continued

Books	Criteria										Totals	Average Weight
	A	B	C	D	E	F	G	H	I	J		
XVI	1	1	1	1	1	1	1	1	1	1	10	1.0
XVII	1	1	1	1	1	1	1	1	1	1	10	1.0
XVIII	1	1	1	1	1	1	1	1	1	1	10	1.0
XIX	3	3	3	3	3	3	3	3	3	3	30	3.0
XX	1	1	1	1	1	1	1	1	1	1	10	1.0
XXI	3	3	3	3	3	3	3	3	3	3	30	3.0
XXII	3	3	3	3	3	3	3	3	3	3	30	3.0
XXIII	1	1	1	1	1	1	1	1	1	1	10	1.0
XXIV	1	1	1	1	1	1	1	1	1	1	10	1.0
XXV	2	2	2	2	1	1	2	2	2	2	18	1.8
XXVI	5	5	5	5	3	5	5	5	5	4	47	4.7
XXVII	1	1	1	1	1	1	1	1	1	1	10	1.0
XXVIII	1	1	1	1	1	1	1	1	1	1	10	1.0

Factual interpretation of textual data.—In the main, the books do not discuss with any degree of accuracy roles played by Negroes in World War II. Several of them mentioned the Selective Service Act

but left doubt as to whether it really applied to Negroes. Books V¹ and XXVI² gave the best coverage of the Negroes' role. They stated that Negro officers commanded not only Negro troops but also white troops; that one Negro officer was elevated to the rank of Brigadier General; that discrimination and segregation existed even in the Battle of the Bulge, Negro and whites served in the same company but different platoons; and that many Negro servicemen and units were decorated for gallantry.

No mention is made in any of the texts of Dorie Miller who was the first American hero of World War II; the record established by the 99th Pursuit Squadron; the 95 Black Pilots who won the distinguished flying cross; nor of the Negroes who fought at Guadalcanal, Iwo Jima, Okinawa, North Africa, Normandy Beach, and throughout Europe and the Pacific.³

Pictorial representation.—In spite of the fact that modern photographing equipment was available and professional photographers were employed by the branches of service, newspapers, magazines, and the War Department to record a visual account of the War, only three

¹Richard C. Brown, William C. Lang, and Mary A. Wheeler, The American Achievement (Atlanta: Silver Burdett Co., 1966), p. 707.

²Howard P. Wilder, Robert P. Ludlum, and Harriett McCune Brown, This is America's Story (Atlanta: Houghton Mifflin Co., 1966), pp. 627-628.

³"Of Black America," C.B.S. telecast, op. cit.

of the textbooks (two published by the same company) presented a picture of the Negro service personnel. Book I included a picture of General B. O. Davis, Sr. and General B. O. Davis, Jr. Books XXI and XXII presented a picture of an integrated group of Women in the Air Force (WAF). Though it is the only picture used, it does reflect a recognition of the modern trend in portraying America's armed forces as being multi-racial.

Korean Conflict

Tabular data.—The tabulations of Table 8 reveal that neither book adequately emphasized the items of the criteria. The top ranking book, XI, received a rating of between fair and poor, or an average weight of 2.3. Three of the items, "F," "H," and "I" were not included in the treatment and therefore were placed in the absent category. Item "J" received a poor rating and the remaining six items were rated fair. The book that ranked second did not sufficiently emphasize the items and placed very low, 1.8. Twenty-one of the books failed to treat any of the items.

Factual interpretation of the textual data.—Book XXVI is the only book that did not completely ignore the role of the Negro soldier in the Korean Conflict, but its treatment was quite inadequate. Mention is made of the full integration of the armed forces on the battle fields of Korea as a result of the Executive Order issued by President Truman in 1948. No mention is made of the 24th Regiment's capture of Yachon,

TABLE 8

RATINGS FOR THE KOREAN CONFLICT

[illegible]

TABLE 8--Continued

Books	Criteria										Totals	Average Weight
	A	B	C	D	E	F	G	H	I	J		
XVI	1	1	1	1	1	1	1	1	1	1	10	1.0
XVII	1	1	1	1	1	1	1	1	1	1	10	1.0
XVIII	1	1	1	1	1	1	1	1	1	1	10	1.0
XIX	1	1	1	1	1	1	1	1	1	1	10	1.0
XX	1	1	1	1	1	1	1	1	1	1	10	1.0
XXI	1	1	2	1	1	1	1	1	1	1	10	1.1
XXII	1	1	2	1	1	1	1	1	1	1	10	1.1
XXIII	1	1	1	1	1	1	1	1	1	1	10	1.0
XXIV	1	1	1	1	1	1	1	1	1	1	10	1.0
XXV	1	1	1	1	1	1	1	1	1	1	10	1.0
XXVI	2	2	2	2	1	1	2	2	2	2	18	1.8
XXVII	1	1	1	1	1	1	1	1	1	1	10	1.0
XXVIII	1	1	1	1	1	1	1	1	1	1	10	1.0

America's first victory; nor that two Negroes were awarded the Congressional Medal of Honor for valor in this Conflict.¹

¹Ebony Editors, op. cit., pl 297.

Pictorial representation.--Books XXI and XXII exhibited their cognizance of the modern trend of portraying America's armed forces as being multi-racial by presenting a picture of an integrated machine gun crew over-looking a pass in Korea. Book VIII also pictured America as being multi-racial by including a picture of an integrated group of fighting Marines reading a report of the armistice.

The scarcity of pictures in the texts could be interpreted to mean that the authors have simply ignored the Negro enlisted men and officers who served so gallantly in this war. Further, it might indicate their unawareness of acceptable standards for reporting history.

The Vietnam War

Tabular data.--From the tabulation in Table 9, it was found that only two of the books treated the items of the criteria and the treatment was so inadequate that even a poor rating could not be given. These books were VII and XXVI. Book XXVI emphasized all of the items, except "E" and "F" to a poor degree. Items "E" and "F" were absent. Book VII placed emphasis, and that to a poor degree, on item "C." The other nine items were placed in the absent category.

Factual interpretation of textual data.--That the Negro servicemen played and are playing an important role in Vietnam is authenticated by prominent historians. Yet, only one of the twenty-eight textbooks used in this study gave the slightest mention of Negro servicemen in Vietnam. Book XXVI stated that Negroes were fully inte-

TABLE 9

RATINGS FOR THE VIETNAM WAR

[illegible]

TABLE 9--Continued

Books	Criteria										Totals	Average Weight
	A	B	C	D	E	F	G	H	I	J		
XVI	1	1	1	1	1	1	1	1	1	1	10	1.0
XVII	1	1	1	1	1	1	1	1	1	1	10	1.0
XVIII	1	1	1	1	1	1	1	1	1	1	10	1.0
XVIII	1	1	1	1	1	1	1	1	1	1	10	1.0
XIX	1	1	1	1	1	1	1	1	1	1	10	1.0
XX	1	1	1	1	1	1	1	1	1	1	10	1.0
XXI	1	1	1	1	1	1	1	1	1	1	10	1.0
XXII	1	1	1	1	1	1	1	1	1	1	10	1.0
XXIII	1	1	1	1	1	1	1	1	1	1	10	1.0
XXIV	1	1	1	1	1	1	1	1	1	1	10	1.0
XXV	1	1	1	1	1	1	1	1	1	1	10	1.0
XXVI	2	2	2	2	1	1	2	2	2	2	18	1.8
XXVII	1	1	1	1	1	1	1	1	1	1	10	1.0
XXVIII	1	1	1	1	1	1	1	1	1	1	10	1.0

grated in the armed forces in Vietnam. No mention is made of the thousands of Negroes serving on front lines and of the number losing

their lives. To be exact, Negroes constitute approximately twenty percent of the front line forces and about fourteen percent of the war dead.¹ Two Negroes have received the Congressional Medal of Honor.²

Pictorial representation.--There is in neither of the twenty-eight texts examined a pictorial representation of the courageous Negro soldiers, marines, sailors and airmen who are even today serving the cause of freedom for their country. One can speculate that there is a conspiracy, referred to earlier, among the writers and publishers to effectuate a blackout on contributions of Negro servicemen. If such is true, it is hoped that this situation will soon be remedied and that the facts concerning the Negro's role as it is now played will soon be presented objectively and comprehensively.

¹"Of Black America," C.B.S. telecast, op. cit.

²Ragni Lantz, "Dixie Town Fetes War Hero," Ebony (June, 1967), p. 27.

CHAPTER III

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Introduction

American history is a recording of significant events and of the personalities associated with them, yet this record as often reported, omits, or cites with vagueness and inaccuracy, the contributions of the Negro and specifically the Negro servicemen who not only fought for independence and other causes, but also endured the hardships that occurred in the formation and the building of the American nation.

The realization of the American dream by persons who poets called dreamers of the dream was not achieved without much bloodshed in numerous military conflicts and in each of these, representatives of all facets of the population worked and fought to help make the American dream of respect and equality for all a reality.

It is felt, however, that prejudices have deterred these dreams. Negroes generally and the Negro servicemen particularly have not been accorded proper recognition in history, nor have they realized full equality of privileges that have been accorded the majority group. This is true in spite of the fact that they have made important contri-

butions, achieved greatness, and distinguished themselves both as citizens and servicemen since their first introduction to life in America.

It is the writer's belief that the accomplishments of the Negro servicemen comprise one of the brightest chapters in American history, but American students have been denied knowledge of these accomplishments because accounts have not been included in textbooks which have a far reaching influence upon the teaching of American history.

In a recent study, Lerone Bennett, an author who specializes in historical research, concluded after examining texts used in many American schools that, "history texts still ignore or defame black Americans."¹

To some extent the writer was aware of this neglect and became deeply concerned about the comprehensiveness and objectivity of information as related to the treatment of Negro servicemen in the Georgia adopted high school American history textbooks. Thus, this research emerged.

Evaluation of the Problem

It was indicated in Chapter I that the writer, for a number of years the teacher of American history in a large metropolitan high school, was concerned about the dearth of information dealing with the

¹House Committee on Education and Labor, op. cit., p. 214.

Negro servicemen which characterized the textbooks used in the teaching of American history. If the distorted and/or inaccurate views presented by these texts were to be corrected, it was necessary to refer the students to many other sources. Consequently, the writer felt that an analysis of the textbooks used could perhaps result in the State's adopting texts which contain more accurate accounts of the contributions of Negro servicemen to American life.

Contribution to Educational Knowledge

The findings of this research should serve as a valuable reference for projecting a different image of the Negro servicemen for it has presented documented information on their achievements and contributions to American life. Further, it should be of immeasurable value to those teachers, who are not knowledgeable of these accomplishments, to better prepare their students to fully appreciate and understand the contributions of these men.

Statement of the Problem

The problem involved in this study was to evaluate the extensiveness and accuracy of the information about Negro servicemen as recorded in American history textbooks used in the State of Georgia.

The research was limited to an analysis of twenty-six of the American history high school textbooks which are on the State Adopted Textbook List and two additional texts which are not on the List but

have been recently published and are widely used in the Atlanta schools.

The Central Purpose

An attempt was made to determine the comprehensiveness of the information presented in the textbooks in terms of its being adequate enough to promote an accurate understanding of the role of the Negro servicemen. Information which had been omitted or distorted was cited.

The Research Design

The descriptive-survey method of research, utilizing the specific technique of content analysis and statistical treatment of the textbooks, was used to fulfil the purposes of this study.

The instrument used in this study was constructed in such a manner that the pertinent data extracted from the texts could be systematically treated in terms of their portrayal of the Negro servicemen. The items which comprised the checklist were based on criteria used for the selection of textbooks with regards to the treatment of minorities by California,¹ New York,² and Michigan.³ The degree of emphasis placed on each item was ascertained. There were five categories used to indicate the degree of emphasis - Excellent, Good, Fair, Poor and Absent. The data are assembled in tabular and narrative forms as dictated by the procedural steps of the study and were presented in Chapter II.

¹House Committee on Education and Labor, op. cit., pp. 265-267.

²Ibid., p. 615.

³Ibid., pp. 527-531.

Summary of literature.--The literature pertinent to this study has been carefully reviewed and the following findings are reported:

1. Numerous studies reveal that there is much to be desired in the treatment accorded Negroes in the textbooks used in public schools. Not only are many aspects of Negro life and culture omitted and/or distorted but the United States is depicted as being exclusively white, Anglo-Saxon or North European in origin.¹
2. In what is regarded as a cultural conspiracy textbook writers fail to mention what the Negro has done for America but often mention what America has done for the Negro.²
3. Universal errors often committed by textbook writers are labeled as "bias by omission" and "bias by inertia." "Bias by omission" may be seen in the works of those writers who do not give full recognition to the contribution of all groups and "bias by inertia" reveals itself in textbooks which rely heavily upon discredited myths.³

¹Aaron N. Stolkin, "The Treatment of Minorities in Textbooks," Education Digest, XXX (October, 1964), 21.

²House Committee on Education and Labor, op. cit., p. 827.

³Ray Allen Billington, "Bias in History Textbooks," Saturday Review, XLIX (January 15, 1966), 59-60.

4. Books used in Southern states were said to be undesirable because of their prosouthern bias. They were described as being filled with unfavorable implications or half-truths which probably are accepted as true accounts.¹
5. Textbooks filled with evasions, half-truths and distortions negatively condition both white and black Americans. White Americans who identify with a land created by their own blood and sweat are filled with racism. Black Americans are filled with a feeling of inferiority and submissiveness.²
6. Modern psychologists are in agreement that self-concepts and aspirational levels of children are affected by the role of the history of a people.³
7. The social thinking of the young is influenced by textbooks.⁴

¹Journal of Negro History, XIV (July, 1934), 223-25, quoted in Leedall W. Neyland, "Why Negro History in the Junior and Senior High Schools," The Social Studies, LVII (November, 1967), 318.

²Lerone Bennett, Jr., "The Negro in Textbooks: Reading, Writing and Racism," Ebony (March, 1967), 132.

³Sol N. Elkins, "Minorities in Textbooks: The Latest Chapter," Teachers College Record, LXVI (March, 1965), 503.

⁴American Historical Society, Conclusions and Recommendations, A Report of the Commission of Social Studies (New York: American Historical Society, 1934), p. 79.

8. The Negro culture content found in textbooks used in the State of Georgia negatively affected the attitudes of both Negro and white pupils and tended to widen the gap which separates the races.¹
9. The treatment given Negro soldiers in textbooks used in fourteen southern states was found to be most inadequate. Only three of the books implied that Negroes had rendered military service to their country while the other seventeen ignored the subject, even after World War I.²
10. From a 1947 study made of fifty-one textbooks used the State of Mississippi it was found that only five of them referred to the Negro as a soldier. The impression given was that Negroes had not figured significantly in any of the encounters of their country.³
11. Many Negro soldiers who are fighting in Vietnam today believe that for the first time they have the opportunity to prove themselves as soldiers. Few of them knew that Negroes had fought courageously in all of the previous

¹Cornelius Troup, "The Culture Content in the State-Adopted Textbooks of Georgia" (unpublished Master's thesis, School of Education, Atlanta University, 1937), p. 79.

²R. B. Eleazer, School Books and Racial Antagonism, A Report prepared for the Executive Committee on Education and Race Relations (Atlanta, Georgia, 1937), p. 3.

³Walter Reed, "Negro Culture Content in State Adopted Textbooks of Mississippi" (unpublished Master's thesis, School of Education, Atlanta University, 1947), pp. 37-38.

wars engaged in by their country.¹

12. Participation of the Negro in America's major wars has been established by the official records of the army and navy, statements of commanders under whom they served, newspapers and other evidence.²
13. Secretary of War Stanton reported that the 200,000 Negroes who fought with the Union Army during the Civil War turned the tide of victory.³
14. During World War II Negroes served in all branches of the army and navy and distinguished themselves as enlisted and drafted men.⁴
15. More than forty Negroes have been awarded the nation's highest honor, the Congressional Medal of Honor.⁵
16. The Board of Education of the City of New York has agreed to use only those textbooks which fully treat the contributions of minority groups.⁶

¹Tom Wicker, "American Society is White Oriented," The Atlanta Constitution, March 2, 1968, p. 4.

²Marie E. Carpenter, op. cit., pp. 39-40.

³Howard N. Myer, "The Neglected Tool," The Crisis, LXX (November, 1963), 532.

⁴Maurice R. Davie, Negroes in American Society (New York: McGraw-Hill Book Company, Inc., 1949), pp. 315-316.

⁵Irvin H. Lee, Negro Medal of Honor Men (New York: Dodd, Mead and Company), pp. 127-129.

⁶House Committee on Education and Labor, op. cit., pp. 285-286.

17. The academic achievement of Negro children is increased when they can identify with the characters in textbooks.¹
18. The NEA has urged all persons concerned with education to remove all distorted and inaccurate material about Negroes from the textbooks and to present an accurate and comprehensive portrayal of the contributions of all groups.²
19. Publishers have used different means for meeting the demands made upon them by the public. Some publish two editions of the same textbook while a few others offer exclusively the multi-ethnic texts in all parts of the country. In the South, Virginia and Florida are using rather extensively the multi-ethnic textbooks.³
20. Negroes as well as whites would be helped if they learned about the contributions made by Negroes to America's culture.⁴

Summary of the Basic Findings

The most revealing thing about the textbooks examined is that

¹Ibid., pp. 804-805.

²"The Treatment of Minorities in Textbooks," School and Society, XCV (Summer, 1967), p. 323.

³Neyland, op. cit., p. 326.

⁴James Baldwin, "A Talk to Teachers," Saturday Review, XLI (November, 1963), p. 44.

most of them were characterized by the absence of scholarly and forthright treatment of the Negro servicemen. It is impossible for students using these textbooks to fully understand the history of America's armed encounters without fully comprehending the role of the different racial groups that have brought honor and glory to America. This research was focused on such a concern and a summation of the basic findings has been set forth, by wars, immediately below.

The Revolutionary War

Tabular data.--Twenty-six of the twenty-eight books examined treated the Revolutionary War. Of this number, none was found to be giving excellent emphasis to the items of the criteria. One book placed in the good category and two in the fair category. Eleven books placed in the absent category because they did not emphasize any of the items of the criteria.

Factual and pictorial data.--Three of the books examined discussed the Boston Massacre and the martyrdom of Crispus Attucks. Two of them cited the battles fought in by the Negro servicemen and the heroes of these battles. The fact that more than 5,000 Negro troops, who were not wanted by General George Washington, volunteered their services and served in many capacities was seldom mentioned.

Only four of the texts printed pictures which supported the textual information about the Negro servicemen and they were specifically dealing with the Boston Massacre. Evidences of distortion can

be cited in the pictures published in two of the texts. In one book is the picture of the Boston Massacre--the faces of all the participants are painted white. The same is true of the painting dealing with Washington crossing the Delaware. This, seemingly, would indicate that textbooks writers are not concerned with using accurate illustrations to help students visualize and develop a better understanding of historical data.

The War of 1812

Tabular data.--Only five of the textbooks treated the role of the Negro servicemen, and they, in a very negligible fashion. The top ranking book was relegated to the poor category. One book did not treat the items because its content was not applicable to the subject treated. A total of twenty-two books failed to place any emphasis on the items of the criteria and were assigned to the absent category.

Factual and pictorial data.--Almost completely omitted from the textbooks is an account of the Negro servicemen's, soldiers and sailors, participation in the War of 1812. Yet, approximately nine percent of General Andrew Jackson's army was composed of Negro soldiers. Their victory at New Orleans goes unheralded as was the praise accorded them by General Jackson. This is also true of Commodore Perry's victory on the Great Lakes which is attributed in part to the gallant Negro sailors who made up approximately twenty-five percent of his mates.

It is quite apparent that the authors and publishers of the

textbooks were not concerned with broadening the student' understanding and appreciation of the role of the Negro servicemen for not a single text graphically illustrated the participation of the Negro servicemen in any of their visuals.

The Civil War

Tabular data.—It is striking to note that the top-ranking book, while not placing in the excellent category, did emphasis each of the criteria and placed three of its items in the excellent category. The second highest ranking book stressed five of its items sufficiently high enough to rank them in the excellent category. Both books were placed in the good category. Eight of the books were placed in the absent category because they did not stress any of the items.

Factual and pictorial data.—The majority of the texts gave some consideration to achievements of Negro servicemen in this War. There were discrepancies noted with regards to the number of Negroes enlisted. Another point of controversy was whether Southern slaves joined the Union forces. From a documented source this latter point is said to have been the case. Some of the famous Negro units organized were praised for their courageousness by Secretary of War Stanton and twenty Negro servicemen were awarded the Congressional Medal of Honor.¹

Few of the books mentioned the cruel punishment meted the Negro soldiers of the Union Army if they were captured by the Con-

¹ Lee, op. cit., pp. 127-128.

federates. They were not treated as prisoners of war. The Fort Pillow Massacre is ignored by all of the texts.¹

Opportunities for using illustrations to enhance the learning experiences of students were significantly disregarded. While the pictures used supported very expressly the textual information, their limited use left much to be desired.

The Indian Wars

Tabular data.--Twenty-seven of the books were placed in the absent category, and the one book that did place some emphasis on all of the items except one was rated as being extremely poor. The emphasis placed on the items was very insufficient.

Factual and pictorial data.--The part played by the Negroes in winning the West is disregarded by all of the texts except one; and in this one vague reference is made to the Negroes' contribution. Omitted from the texts are accounts of the four all-Negro units stationed in the West, of the Negro cavalymen participating in General Custer's last stand at Little Big Horn, the capturing of Chief Geronimo and the chasing of Sitting Bull into Canada.² Fourteen of these Indian fighters won Congressional Medals of Honor.³

There were no pictorial representations in the texts. This

¹Davis, op. cit., pp. 610-611.

²"Of Black America," op. cit.

³Ibid.

would suggest that there was no concern for the students being knowledgeable of this neglected subject.

The Spanish-American War

Tabular data.—The numerical rating for the top ranking book was poor. It stressed only seven of its items sufficiently well enough to place them in the fair category and three of its items were in the absent category. Because of the lack of emphasis on any of the items of the criteria, twenty-four of the books were placed in the absent category.

Factual and pictorial data.—The 24th and 25th Regiments are credited with having played an important role in the War. The acknowledgment was found in two of the books. The fact that five Negroes won the Congressional Medal of Honor and four the Navy Medal of Honor goes unnoticed.¹

Only one of the few pictures used was effective enough to forcefully enhance the pupil's understanding of this important event.

World War I

Tabular data.—The top ranking book placed some degree of emphasis on each of the items of the criteria. Seven of the items tallied in the excellent category, one in the fair category and one in the poor

¹"Of Black America," C.B.S. telecast, op. cit.

category. The rating for the top ranking book was good. Eighteen of the books did not place any emphasis on the items and placed in the absent category.

Factual and pictorial data.--Only a limited number of books giving recognition to the Negro servicemen noted that four Negro regiments were awarded the French Croix de Guerre and that many of the returning soldiers found discrimination, abuse, and lynching at the hands of the Ku Klux Klan and Southern whites who were determined to maintain racial barriers.

World War II

Tabular data.--Of the twenty-eight books examined, only two of them ranked sufficiently high enough to be placed in the good category. The first place book gave importance to eight of its items and they were placed in the excellent category. Two of its items were placed in the good category and one in the fair category. The second ranking book placed emphasis on all of its items well enough for them to be given a good rating. Twenty of the books were rated as absent because they did not achieve any of the criteria.

Factual and pictorial data.--Generally, the books did not discuss, with any degree of accuracy, the part played by the Negro servicemen in this War. They referred to the Battle of the Bulge and the part played by Negro troops; the Negro officers who commanded not only Negro units but also a few white units; and that some Negro units were decorated.

ated for gallantry.

Omitted from the texts is the account of the heroism of Dorie Miller, the record established by the 99th Pursuit Squadron, and the fighting of Negroes in every theater of War.¹

Only three of the pictures of Negro service personnel were found in the books. This indicates that there is little or no recognition of the modern trend in realistically portraying America's armed forces as being multi-racial.

Korean Conflict

Tabular data.--None of the books adequately emphasized the criteria. The top ranking book rated poor--three of its items were absent, one poor and six fair. Twenty-one of the books were placed in the absent category because they failed to emphasize any of the criteria.

Factual and pictorial data.--Except for one book, a great wall of silence characterizes the textbooks with regards to their emphasizing the role of the Negro serviceman. In this one book, referred to previously, the author noted that full integration of the branches of service followed the issuance of the President's Executive Order demanding such. Nothing is said about the Negro forces who captured the City of Yechon and of the two Negro Congressional Medal of Honor

¹Ibid.

wimmers.¹

There was a scarcity of pictures--only three in the books examined. This might indicate that the writers and publishers were not knowledgeable of the usefulness of pictures in reporting history.

The Vietnam War

Tabular data.--Of the twenty-eight books examined, it was found that only two gave any emphasis to the criteria, and that to a very low degree. As a matter of fact, the items were so inextensively treated that even a poor rating was not attained.

Factual and pictorial data.--The important role played and being played by the Negro servicemen is authenticated by prominent historians, yet only one text vaguely mentioned the accomplishments of these men. Neither book mentioned that two Negroes have won the Congressional Medal of Honor and that though Negroes constitute approximately eleven percent of the American population, twenty percent of the frontline forces are Negro, and that fourteen percent of America's dead are Negro.²

Not a single picture in any of the texts portrayed the achievement of the thousands of Negro servicemen, who at this time are fighting for their country.

Conclusions.--The analysis and interpretations of the findings

¹Ebony Editors, op. cit., p. 297

of this study seem to suggest the following conclusions:

1. Most of the texts used for teaching American history in Georgia high schools do not measure up to the standards of historical research with regards to the adequate treatment of the Negro servicemen.
2. Most of the textbooks used for teaching American history in Georgia high schools treat the Negro servicemen superficially in content and do not discuss Negro servicemen with objectivity and accuracy.
3. There is a uniform absence of textual information and pictures about the treatment of Negro servicemen.
4. The limited treatment of the Negro servicemen fails to promote an understanding of their role.
5. Omissions and distortions seem to be the devices used by publishers.
6. There is a wide range of degree of emphasis placed by the texts upon the criteria necessary in the treatment of Negro servicemen.
7. Textbook writers need to consult authenticated sources for the accounts of the achievement of Negro servicemen.
8. The texts do not instill in the Negro students feelings of patriotism or pride in their heritage.

Practical Implications.--The following implications arise after a thorough examination of the American history textbooks currently used

in the high schools of the State of Georgia:

1. That distortions and omissions which build up unfavorable and untrue images of Negro soldiers create serious psychological effects upon Negroes and whites.
2. That it is impossible for students to fully understand the history of America's armed encounters unless they understand the role and total contributions of all servicemen.
3. That there is an urgent need for a scholarly and forthright treatment of the Negro servicemen in almost all the American history high school textbooks on the Georgia approved list.
4. That an ill-balanced approach to the treatment of Negro servicemen might create within many Negroes a negative-self image and in whites a feeling of racial superiority.
5. That increased knowledge of the total contributions of Negro servicemen would lessen the effects of the glorification and privileged status of many white servicemen.
6. That change is needed in the textbook treatment of Negro servicemen.

Recommendations.--That careful and thorough analysis and interpretations of the basic findings, conclusions, and implications of this study seem to warrant the following recommendations:

1. That the State of Georgia take immediate steps to adopt textbooks which would more adequately reflect the contributions of the Negro servicemen.
2. That more funds be made available by the federal government for the publishing of books that give an accurate and adequate portrayal of the Negro servicemen as a part of the total integrated treatment given all servicemen.
3. That publishers and textbook writers work cooperatively in presenting to the public books which rectify the adverse treatment usually given the Negro servicemen.
4. That publishers solicit the help of Negro historians in writing American History texts for high schools.
5. That more in-service training courses be made available to teachers in order to make them more knowledgeable of the achievements of the Negro servicemen.
6. That graphic illustrations which support textual information concerning Negro servicemen be used more frequently in order to enhance the learning experiences of the students.
7. That further research in the same general area be done but on a broader scope, regional or national, and that the limitations be less restrictive so that the treatment would be concerned with female Negro service personnel as well as male.

APPENDIX A

THE AMERICAN HISTORY TEXTBOOKS USED FOR THIS STUDY

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